# Perancangan Arsitektur 2
# Architectural Design 2

This course is delivered in the second semester aiming to give students introductory abilities in designing small scale buildings (30 - 150 sqm floor area). This single space and single storey building employs simple structure with clear structural logic. This building is intended to serve simple activities with multiple types of users situated in a variety of physical settings.

Students are expected to be able to employ inclusive geomeric approach towards design, especially “geometry of being” emerging from our way in dealing with concrete phenomena abstracted in certain order. Inherent to the identification of places, “geometry of being” includes geometry of the body, social geometry, geometry of making and geometry of the environment.

**Cases to Design:**

- Single Building
- Single Space
- Multiple Users
- Single storey
- Simple structure
- Simple settings

**MAJOR**

**12. Form and Space Organization**

Understanding and utilizing the basic principles of 2D and 3D forms and spatial structure that constitutes architectural and urban design.

**23. Consolidated Design**

Ability to assess the various elements and components that constitute a building and integrate them to into his/her own design.

**MINOR**

**10. Human Behavior**

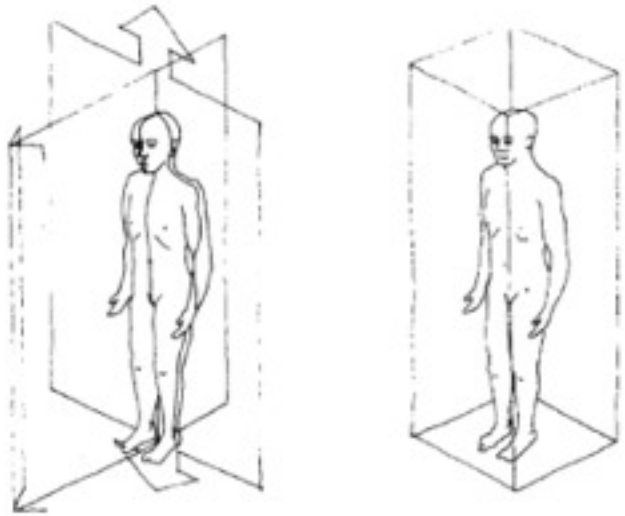
Understanding of theories and methodologies clarifying the relationship between the physical environment and human behavior.

**24. Principles of Structure**

Understanding of the basic theories and principles of forces and building structure.

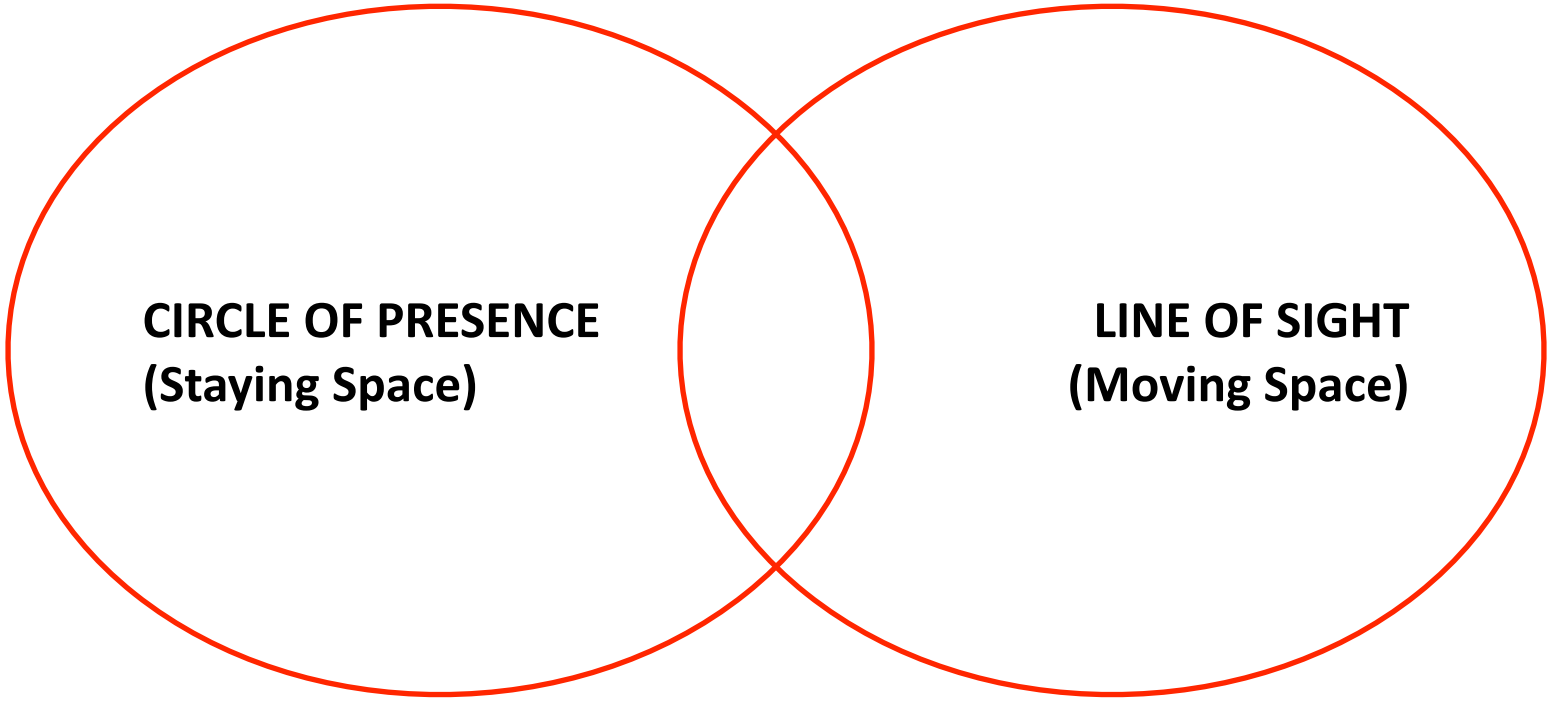
# GEOMETRY OF BEING

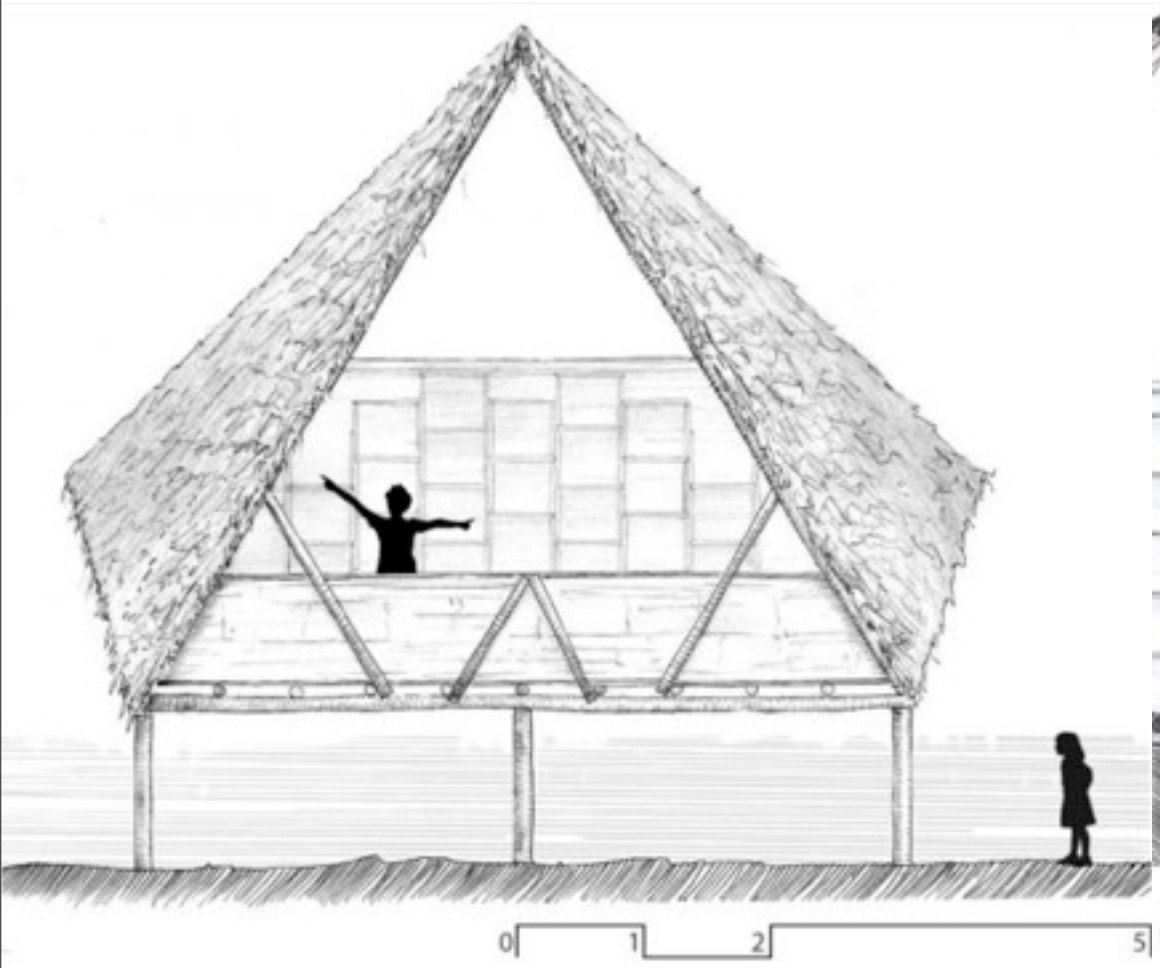
**emerging out of the conditions of being, GEOMETRY OF BEING is our abstracted way of thinking and way of designing in dealing with concrete phenomena and establishing identification of place**

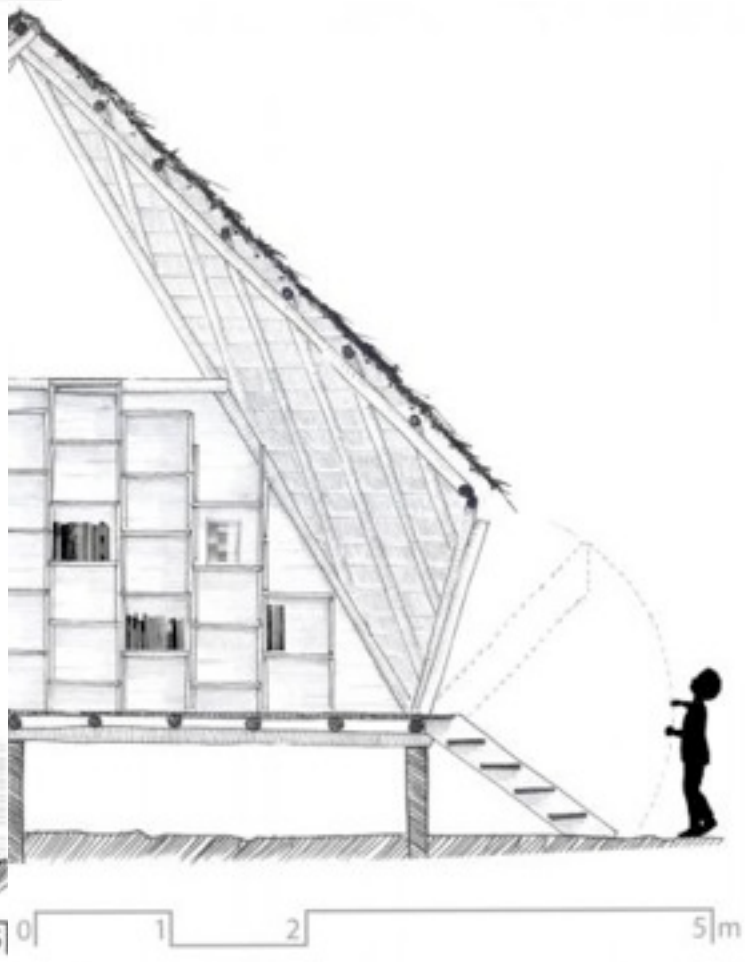


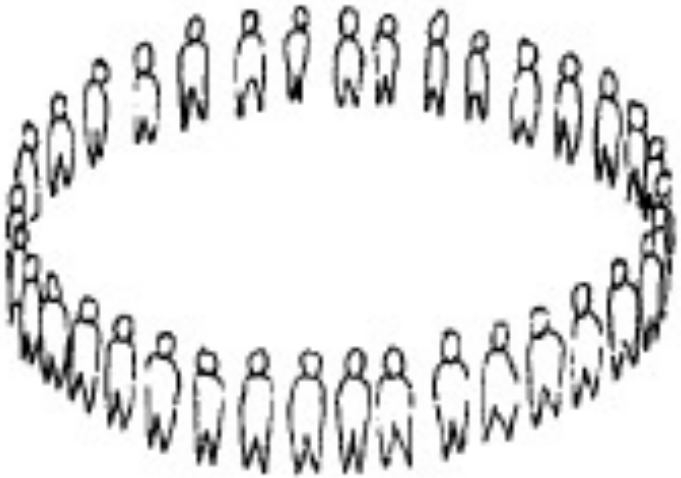
# Geometry of the Body

as the understanding of spatial consequences of standing upright body and movement



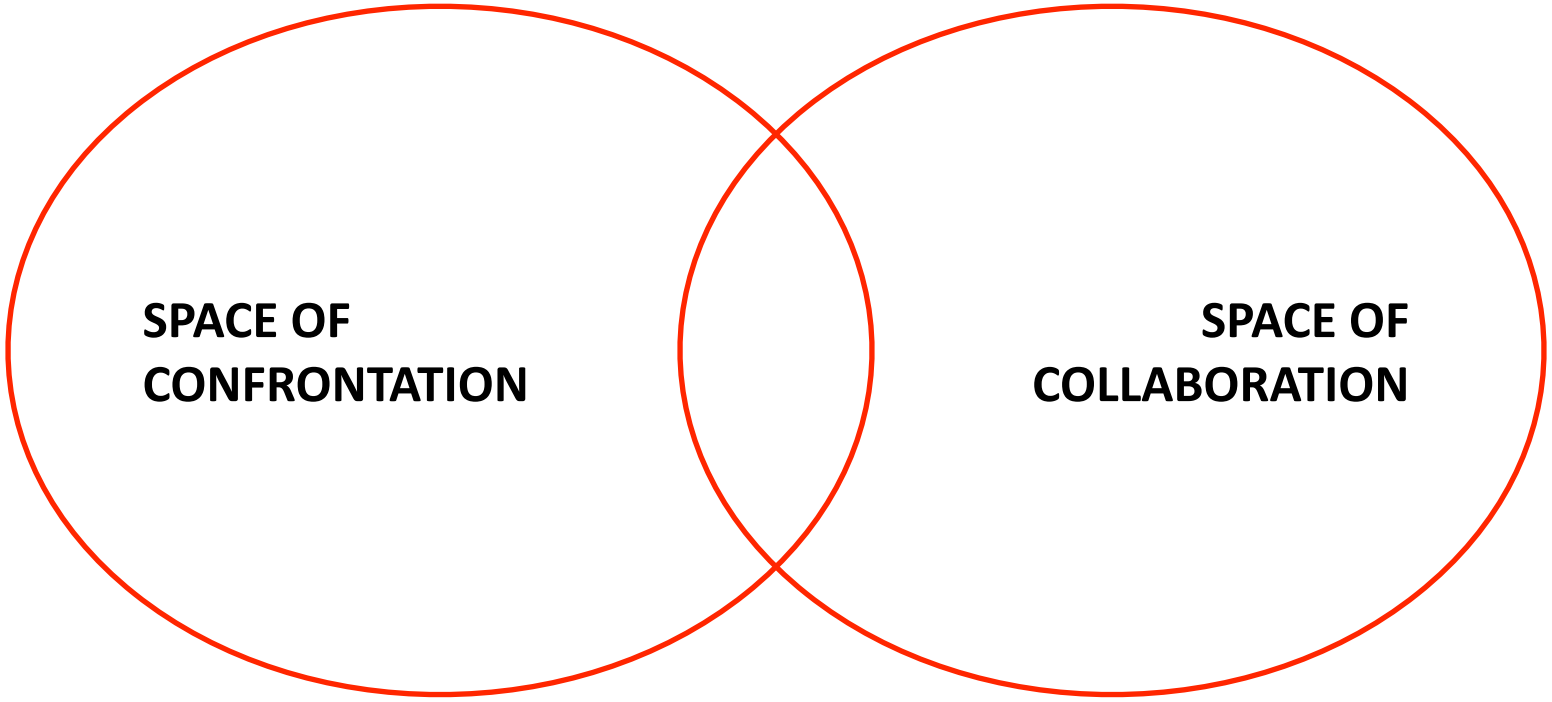

0
1
2
5


0
1
2
5
m



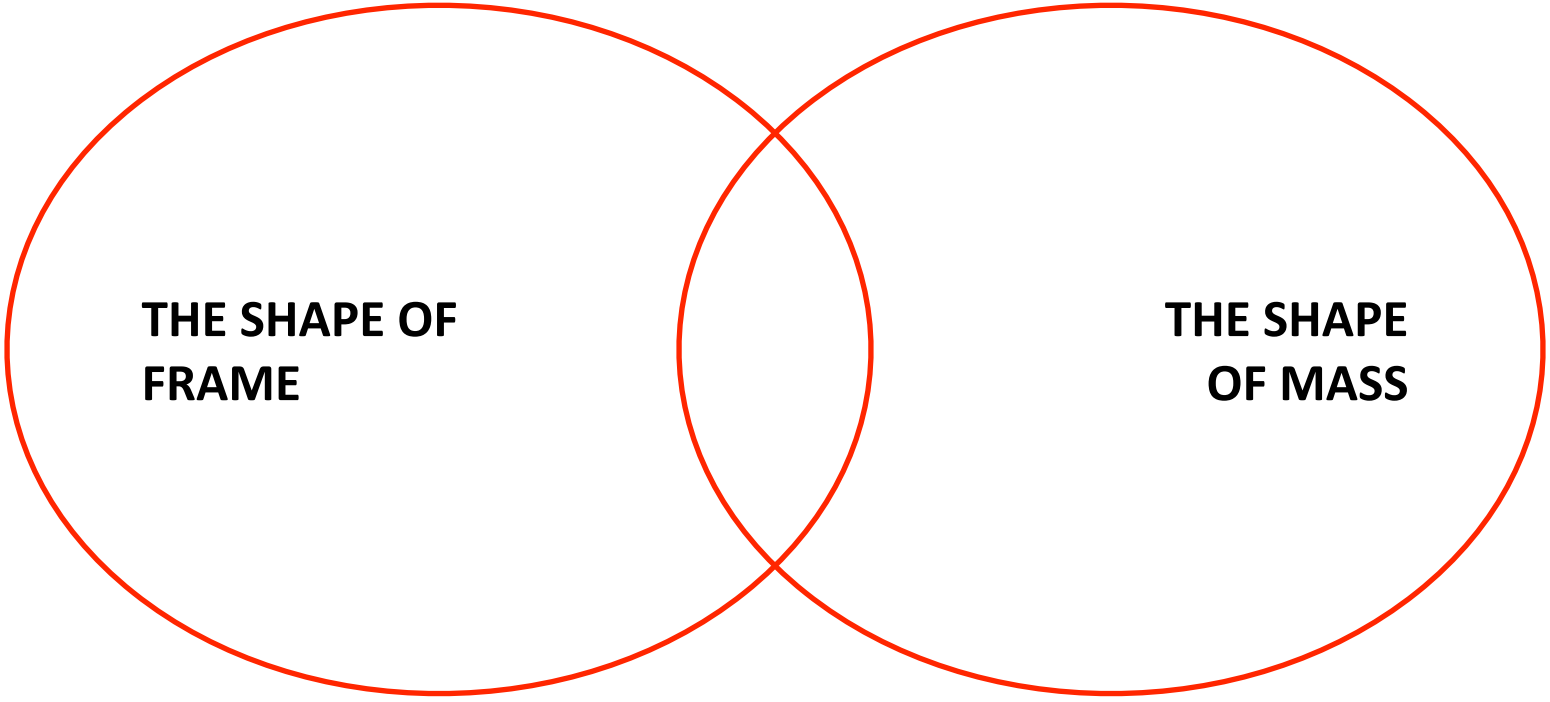
# Social Geometry

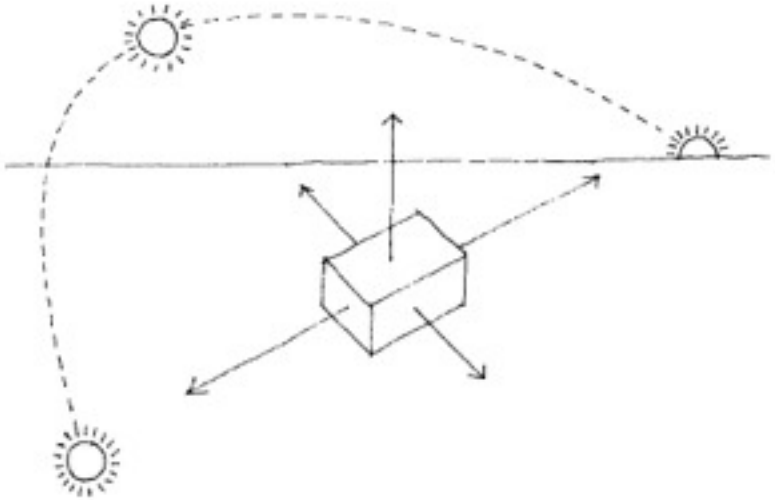
as the understanding of spatial consequences of gathering and social relations among users



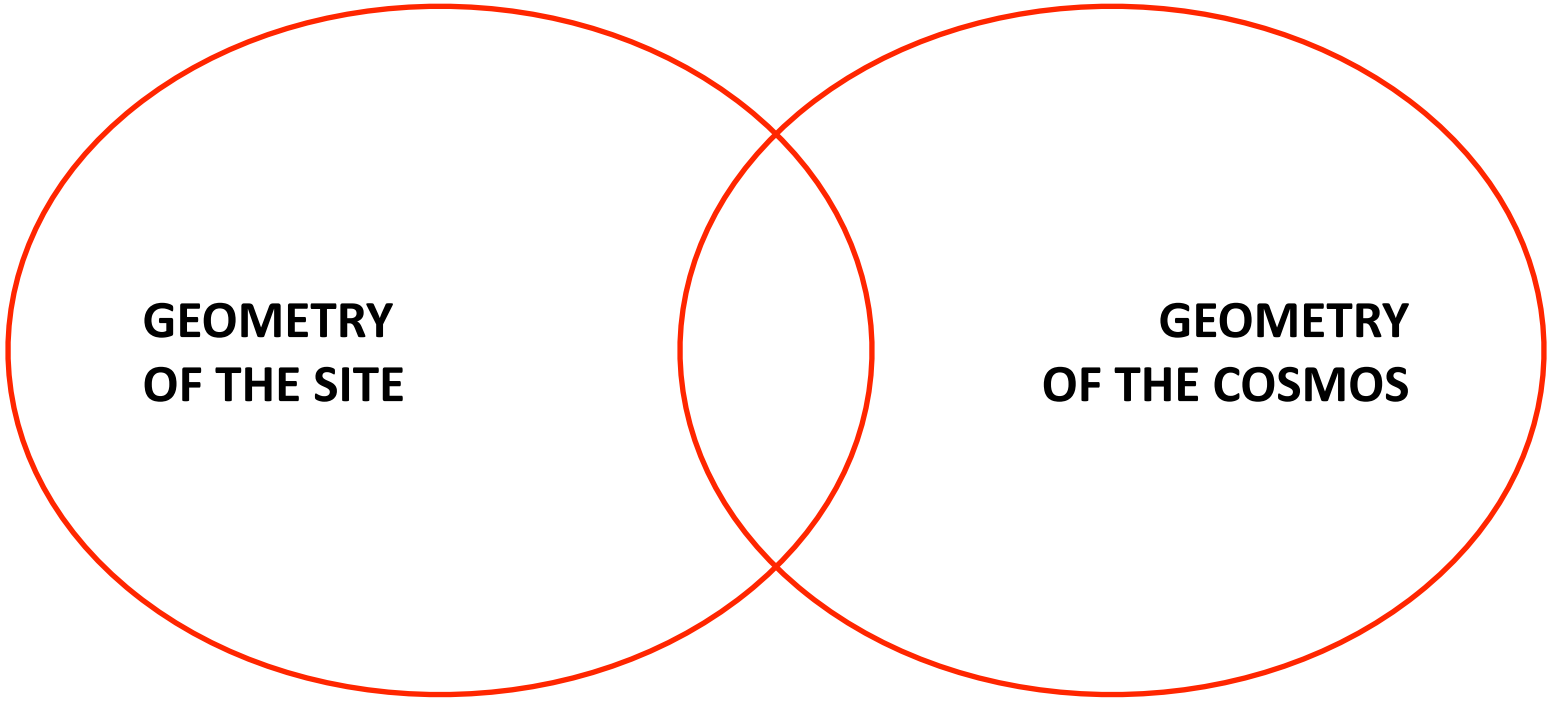
# Geometry of Making

geometry that is derived from the way buildings are made and constructed

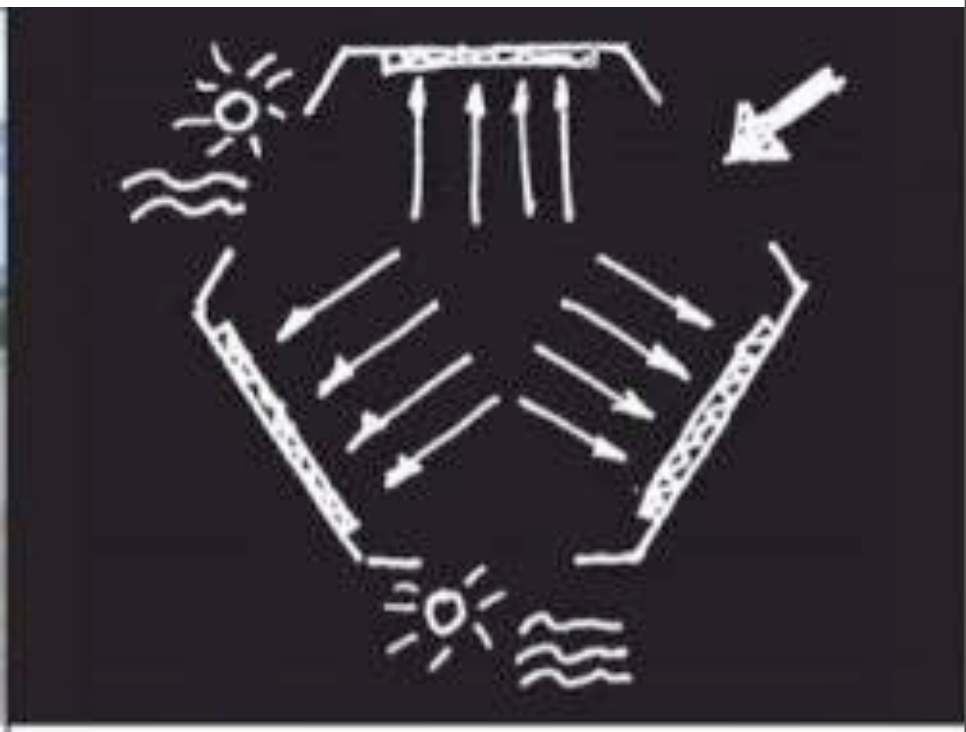




**Geometry of the Environment** is derived from the way we conceive the order of our surroundings as well as the cosmos.



# Nueva Esperanza School



**SCHOOL TYPE GIVEN BY THE STATE**

classroom - cage

totally out of context

negative response to weather issues

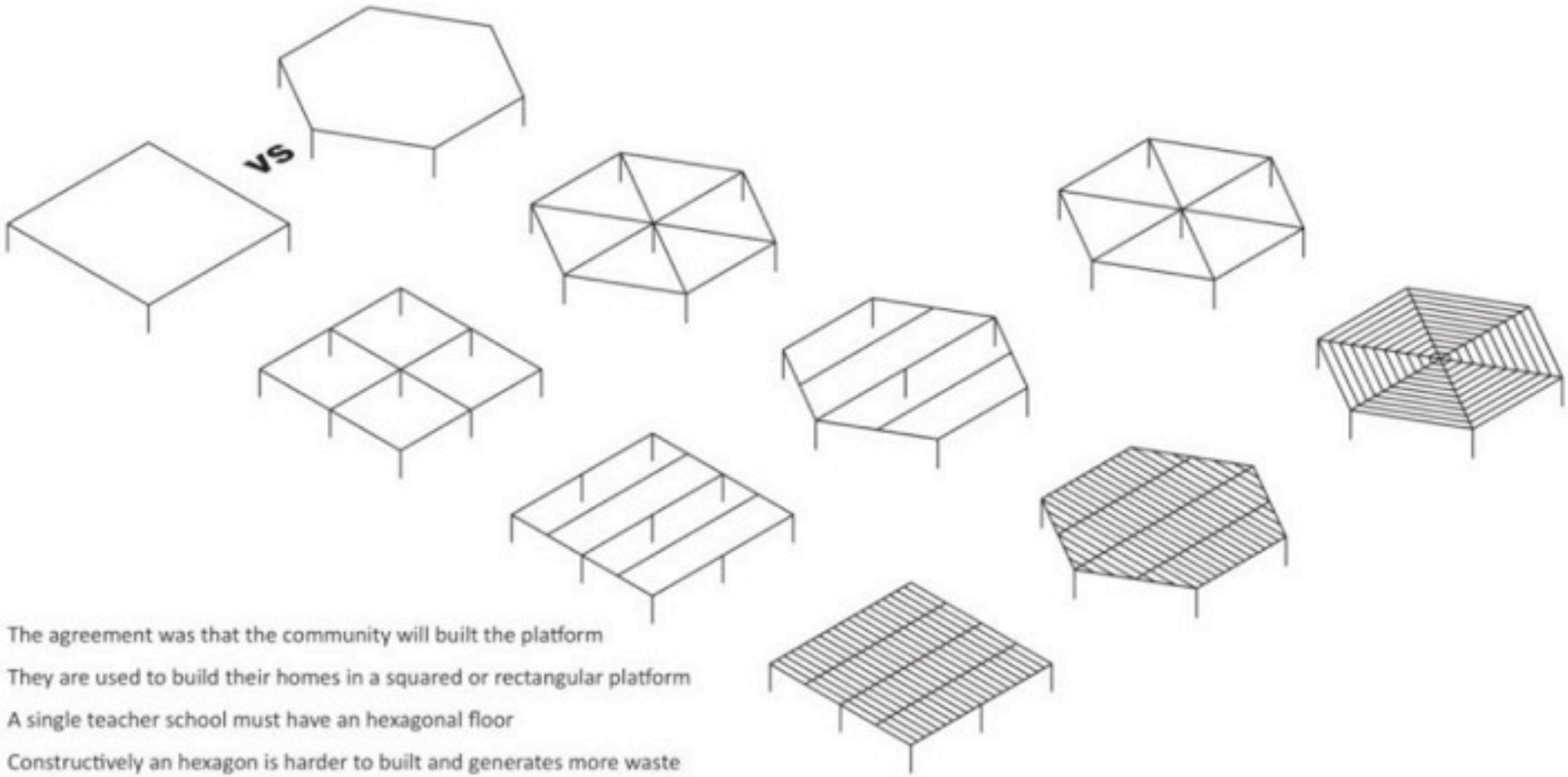
**FUNCTIONAL PARADIGM OF THE SINGLE TEACHER SCHOOL**

three sides of the classrrom for learning

two sides for natural light and ventilation

one side for entrance

# Nueva Esperanza School




The agreement was that the community will built the platform

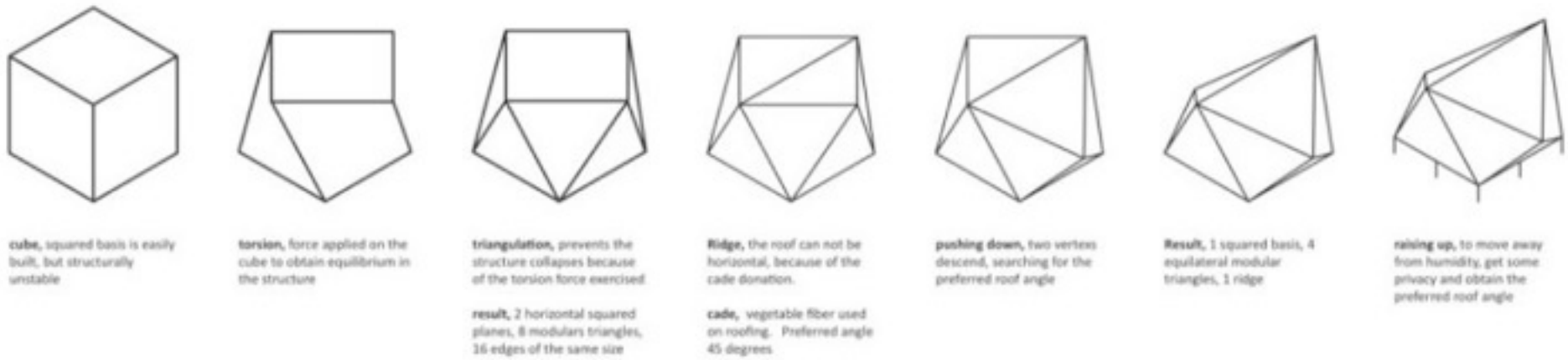
They are used to build their homes in a squared or rectangular platform

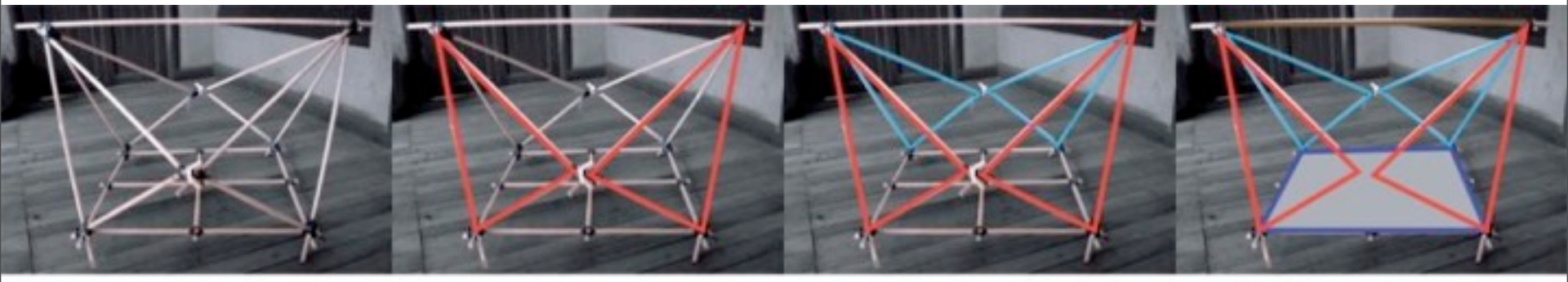
A single teacher school must have an hexagonal floor

Constructively an hexagon is harder to built and generates more waste

Nueva Esperanza School

# Nueva Esperanza School



4 equilateral triangles - 1 squared platform - 1 ridge

Nueva Esperanza School

# Class Programme: 2013

| WEEK | TOPICS | CLASS ACTIVITY\| PROJECT | LAB / HOME WORKS |
|---|---|---|---|
| week 1 | **Introduction: Geometry of Being** | Class learning method<br>**Field Trip in Campus**: Understanding Geometry of Environment | **Lab Works:**<br>• Tutorial on Technical Drawing<br>• Tutorial on APREP Making<br><br>**Products:**<br>• APREP & *maquette* final project<br>• APREP competition<br>• process report (log book)<br>• portfolio |
| week 2-4 | **Geometry of the Body** | **Project #1: The Bridge**<br>**Field Work**: 3 Bridges of Progo River<br>**Class activities**: making 3d model of bridge designs | |
| week 5-6 | **Social Geometry** | **Project #2: The Hub**<br>**Class activities:** Understanding personal & social space & scale through 3d model 1:1 scale & role play | |
| week 7-8 | **Geometry of Making** | **Project #3: Bantul Gate**<br>**Class activities:** Exploring geometry of Material as Design Constraint (Design Competition) | |
| week 10-14 | **Geometry of the Environment: Year Project** | **Project #4: The Stage**<br>**Class activities:** exploring all geometries for design & understanding functional organization | |

# Class Programme: 2013

## Produk

- APREP manual drawing
- *maquette* final project
- APREP competition (mixed manual drawing + computer layout)
- process report (log book)
- portfolio (mixed manual drawing + computer layout)

# Class Programme: 2013

# Evaluation & Grading

| Design Process | | Design Maturity | | | Product Design 7 Communication | | TOTAL |
|---|---|---|---|---|---|---|---|
| 40% | | 30% | | | 30% | | |
| STUDIO ATT. | STUDIO WORK | MID TERM | FINAL TERM | DESIGN MATURITY | DWG SKILL | RECORD PROCESS | |
| 10% | 30% | 5% | 10% | 15% | 15% | 15% | 100% |
| Assistants & Lab | | Lecturer | | | Lecturer & Assistants | | |

# Competence

| **RUBRIK EVALUASI KOMPETENSI PERANCANGAN** *ARCHITECTURAL DESIGN ASSESSMENT RUBRIC DESCRIPTION* | | MATA KULIAH *Course* | **Architectural Design Studio 2** | **Perancangan Arsitektur 2** |
|---|---|---|---|---|
| **Kompetensi yang Dievaluasi** *Competence Description* | **Buruk** *Inadequate* *1 pts D* | **Cukup** *Adequate* *2 pts C* | **Baik** *Accomplished* *3 pts B* | **Amat Baik** *Mastery* *4 pts A* |
| **Proses Desain**<br><br>40%<br>Menunjukkan proses desain yang kuat, tertib dalam pencapaian volume penugasan dan kegiatan yang disyaratkan termasuk kegiatan Laboratorium (praktikum, workshop, tutorial) | Tampak usaha untuk mendesain dengan baik, tertib mengumpulkan karya walau ada yang kurang namun tetap mengikuti semua kegiatan yang disyaratkan | Menunjukkan proses desain yang konsisten, walau belum terlalu kritis dan masih sebatas pada proses desain yang dasar, mengumpulkan semua karya, mengikuti semua kegiatan yang disyaratkan | Menunjukkan proses desain yang konsisten, kritis, dan menghasilkan proses desain yang eksploratif, mengumpulkan semua karya dengan kualitas presentasi yang tinggi, mengikuti semua kegiatan yang disyaratkan dengan hasil yang memuaskan | Menunjukkan proses desain yang konsisten, kritis, dan menghasilkan proses desain yang eksploratif dan menunjukkan keberanian untuk eksplorasi diri, mengumpulkan semua karya dengan kualitas presentasi yang tinggi, mengikuti semua kegiatan yang disyaratkan dengan hasil yang sangat memuaskan |

# Competence

| **RUBRIK EVALUASI KOMPETENSI PERANCANGAN** *ARCHITECTURAL DESIGN ASSESSMENT RUBRIC DESCRIPTION* | | MATA KULIAH *Course* | **Architectural Design Studio 2** | **Perancangan Arsitektur 2** |
|---|---|---|---|---|
| **Kompetensi yang Dievaluasi** ***Competence Description*** | **Buruk** *Inadequate* *1 pts D* | **Cukup** *Adequate* *2 pts C* | **Baik** *Accomplished* *3 pts B* | **Amat Baik** *Mastery* *4 pts A* |
| **Kematangan Desain: Prinsip Tata Atur, Aplikasi Geometri & Keindahan**<br><br>30%<br>Rancangan menunjukkan dipakainya kaidah, prinsip tata atur, geometri dan keindahan | Rancangan menunjukkan sedikit aplikasi prinsip tata atur dan keindahan, cenderung masih acak, tidak kreatif | Rancangan menunjukkan sebagian besar aplikasi prinsip dasar untuk mencapai keindahan walau hasil masih belum mempunyai ekspresi yang kuat dan nilai kreasi yang belum kuat | Rancangan menunjukan aplikasi semua prinsip dasar tata atur untuk mencapai keindahan, sudah mempunyai karakter walau belum menunjukkan inovasi dan ide yang eksploratif | Rancangan menunjukkan aplikasi semua prinsip dasar tata atur untuk mencapai keindahan, berkarakter kuat, serta mempunyai inovasi dan ide kreatif |

# Competence

| **RUBRIK EVALUASI KOMPETENSI PERANCANGAN**<br>*ARCHITECTURAL DESIGN ASSESSMENT RUBRIC DESCRIPTION* | | MATA KULIAH<br>*Course* | **Architectural Design Studio 2** | **Perancangan Arsitektur 2** |
|---|---|---|---|---|
| **Kompetensi yang Dievaluasi**<br>***Competence Description*** | **Buruk**<br>*Inadequate*<br>*1 pts D* | **Cukup**<br>*Adequate*<br>*2 pts C* | **Baik**<br>*Accomplished*<br>*3 pts B* | **Amat Baik**<br>*Mastery*<br>*4 pts A* |
| **Produk Desain dan Komunikasi**<br><br>25%<br>Kemampuan menyampaikan gagasan secara verbal dan visual | Kurang tampak kemampuan untuk menyampaikan gagasan secara verbal dengan terstruktur dan memakai terminologi yang tepat, kemampuan gambar dan model yang belum mampu menunjukkan gagasan dengan tepat, namun secara umum ide dasar masih dapat ditangkap | Gagasan tersampaikan secara utuh walau belum terstruktur dan memakai terminologi yang tepat, kemampuan modeling dan gambar dalam menyampaikan gagasan telah lengkap/utuh namun belum tepat dan akurat | Gagasan tersampaikan secara utuh, terstruktur dan memakai terminologi yang tepat, gambar dan model mampu menyampaikan gagasan secara lengkap/utuh, tepat dan akurat namun belum menunjukkan kekuatan karakter dan kemudahan dalam penyampaian gagasan | Gagasan tersampaikan secara utuh, terstruktur, tepat dan mempunyai cara-cara kreatif, gambar dan model mampu menyampaikan gagasan secara lengkap/utuh, tepat dan akurat serta berkarakter, mempertimbangkan kemudahan dalam penyampaian gagasan yang inovatif |

# StuPA Programme: 2013

| Foundation to Architecture | | Context in Architecture | | Mode of Production of Architecture | | Excellence in Architectural Design | | Professional Attitudes | |
|---|---|---|---|---|---|---|---|---|---|
| Ordering system | Geometry of Being | Building as respon to nature | Building as respon to artificial environment | Architecture of Spectacle | Integrated Building System | Design as Respond to Issues of Sustainability & Marginality | | Attitude & Skill Development for Professional Practices | |
| PA1 | PA2 | PA3 | PA4 | PA5 | PA6 | PA7 | TA | SP1 | SP2 |
| Seeing Platform | Performing Structure | Domestic Space | Business Facility | Public Facility | Commercial Building | Housing | Thematic Building | Client Oriented Design | Procurement Procedure |